



## State K-3 Policies

For those states with pre-K to kindergarten transition guidance, how are families engaged?

September 2020

At least 17 states with pre-K to kindergarten transition guidance specifically address family engagement in statutes and regulations. Types of family engagement in the transition process may include ensuring information sent to parents/guardians is easily understandable, offering support in improving parenting skills, and offering families and children the opportunity to tour school facilities.

The following information was gathered from state statutes and regulations only.

To view other data points, click [here](#).

STATE ▾	FOR THOSE STATES WITH PRE-K TO KINDERGARTEN TRANSITION GUIDANCE, HOW ARE FAMILIES ENGAGED?	CITATION
Alabama	N/A	
Alaska	N/A	
Arizona	N/A	
Arkansas	Statute requires districts to provide parents with the results of readiness testing in a way that indicates in clear, understandable terminology the child's readiness for entering kindergarten.	Ark. Code Ann. § 6-16-203
California	Parent education and parent involvement must be an integral part of an early primary program (preschool through 3rd grade).	Cal. Educ. Code § 8972

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Colorado	Not specified in statute or regulation.	
Connecticut	Each school readiness program must include parent involvement, parenting education, and outreach.	Conn. Gen. Stat. Ann. § 10-16q
Delaware	N/A	
District of Columbia	Not specified in statute or regulation.	
Florida	N/A	
Georgia	N/A	
Hawaii	The executive office on early learning public prekindergarten program must provide support to incorporate family engagement. Standards developed by the program may include family engagement in partnership with schools, including conducting outreach for enrollment and engagement of families in their children's education.	Haw. Rev. Stat. § 302L-7
Idaho	N/A	
Illinois	Recipients of grants for preschool educational programs must enter into a memorandum of understanding with the appropriate local Head Start agency and must address plans for collaboration on communication and parent outreach for smooth transitions to kindergarten.  Grantees are encouraged to make resources available to families, such as those available through the state board's Family Engagement Framework, to support and encourage families to ensure their children's daily program attendance. Grantees are also encouraged to include information about chronic absenteeism as part of their preschool to kindergarten transition resources.	105 Ill. Comp. Stat. Ann. 5/2-3.71 105 Ill. Comp. Stat. Ann. 5/26-19
Indiana	N/A	
Iowa	N/A	
Kansas	N/A	

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Kentucky	N/A	
Louisiana	N/A	
Maine	The transition to kindergarten process must involve parents/legal guardians, including obtaining consent for the transition of pertinent educational records. Local districts may elect to develop programs to provide family outreach and support programs designed to improve parent-school relations and parenting skills.	Code Me. R. tit. 05-071 Ch. 124, § 13 Code Me. R. tit. 05-071 Ch. 7, § 2 Me. Rev. Stat. tit. 20-A § 4252
Maryland	N/A	
Massachusetts	The kindergarten transition policy developed by the department and board of early education and care must be designed to ensure the ongoing participation of parents and family in the transition process. It must include, as much as is practicable, the exposure of both children and families to the kindergarten environment early and regularly in the transition process.	Mass. Gen. Laws Ann. 15D § 13
Michigan	N/A	
Minnesota	School readiness program providers must communicate with parents, coordinate appropriate kindergarten transition with parents and kindergarten teachers and involve parents in program planning and decision making.  Voluntary prekindergarten program providers must involve parents in program planning and transition planning by implementing parent engagement strategies that include culturally and linguistically responsive activities in prekindergarten through third grade.	Minn. Stat. Ann. § 124D.15 Minn. Stat. Ann. § 124D.151
Mississippi	N/A	
Missouri	N/A	
Montana	Not specified in statute or regulation.	
Nebraska	Not specified in statute or regulation.	
Nevada	N/A	

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New Hampshire	N/A	
New Jersey	District boards of educations' preschool program plans plus include their process for providing information to parents about the kindergarten program and the transition plan from preschool through grade three.	N.J. Admin. Code § 6A:13A-6.1
New Mexico	Not specified in statute or regulation.	
New York	Parent engagement must including procedures to support transitions from prekindergarten to kindergarten and from kindergarten to elementary school.	N.Y. Comp. Codes R. & Regs. tit. 8, § 100.3
North Carolina	N/A	
North Dakota	N/A	
Ohio	N/A	
Oklahoma	N/A	
Oregon	The Early Learning Kindergarten Readiness Partnership and Innovation Program gives priority for funding to grants when applicants demonstrate a commitment to family engagement and three-way partnerships among early childhood programs, school, and parents and families.	Or. Admin. R. 414-800-0120
Pennsylvania	N/A	
Rhode Island	Not specified in statute or regulation.	
South Carolina	Parental engagement is included as a requirement of transition plans.	S.C. Code Ann. Regs. 43-267
South Dakota	N/A	
Tennessee	In their applications to the department of education for pre-kindergarten funding, districts must include a plan for engaging parents and families of voluntary pre-kindergarten students throughout the school year.	Tenn. Code Ann. § 49-6-105

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Texas	Districts or open-enrollment charter schools offering prekindergarten programs must develop and implement a family engagement plan that equips families with resources and skills to support their children through the transition to school and offering opportunities for families and children to visit the school in advance of the prekindergarten school year.	19 Tex. Admin. Code § 102.1003
Utah	Kindergarten transition plans are defined as including communication and alignment among the preschool, program, parents, and K-12 personnel.	Utah Code Ann. § 35A-15-102
Vermont	N/A	
Virginia	N/A	
Washington	Schools must participate in kindergarten program readiness activities with parents and early learning providers if they are receiving support for full-day kindergarten.	Wash. Rev. Code Ann. § 28A.150.315
West Virginia	Parent engagement is included as a requirement of transition plans, including opportunities for parents to visit the setting into which the student is being transitioned and the provision of information to the parents about what to expect in kindergarten.	W. Va. Code R. 126-28-10
Wisconsin	N/A	
Wyoming	N/A	